DOCUMENT RESUME

ED 285 013 CE 048 082

AUTHOR Telles, Patricia E.; Thompson, Richard E.

TITLE Community Referral System Handbook.

INSTITUTION El Paso Community Coll., Tex.

SPONS AGENCY Texas Coll. and Univ. System, Austin. Coordinating Board.
PUB DATE Jun 87
GRANT 87-1040-DA200-C
NOTE 57p.
PUB TYPE Guides - Non-Classroom Use (055)

EDRS PRICE MF01/PC03 Plus Postage.
DESCRIPTORS *Adult Basic Education; Adult Literacy; *Community Information Services; Community Resources; *Disadvantaged; Individualized Education Programs; *Limited English Speaking; *Literacy Education; Models; Program Development; Reading Instruction; *Referral; Spanish Americans; Vocational Interests

ABSTRACT

Based on the experiences of a literacy center in Texas, this handbook is intended to assist adult educators in developing a similar program in their community. The purpose of the literacy referral system is to provide educationally and economically disadvantaged adults with an individualized educational and employment plan based on an assessment of their reading skills and educational and vocational goals. The personalized plan enumerates the steps necessary to improve the student's reading skills and achieve the goals and makes referrals to resource centers. The handbook describes the guidelines that were used to establish the literacy referral resource system. In particular, discussions of the steps needed to develop the resource system directory and to research and select the appropriate assessment instruments are included. There is also information on training the staff, piloting the program, and developing the appropriate materials that will help the system to run more smoothly; intake forms, referral forms, follow-up forms, and the individualized educational and vocational plan are appended. The appendix also supplies an extensive flow model that separately outlines the fundamental steps for six different types of persons participating in the program. In creating the program, consideration was given to both the needs and characteristics of the staff and the students participating in the program. (Preliminary results from the pilot study of 54 adults with low literacy skills were very positive, showing the referral resource system to be a valuable and useful program that seems to benefit many disadvantaged persons who are unfamiliar with the vocational opportunities that exist.) (KC)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

SEP 11 1987 REC'D

87-1040-DA200-C

TX879900

ED285013

COMMUNITY REFERRAL SYSTEM HANDBOOK

Project funded by Coordinating Board,

Texas College and University System

Handbook compiled by: Dr. Patricia E. Telles
Mr. Richard E. Thompson

Project Coordinator

Dr. Patricia E. Telles

Coordinator, Literacy Education Action

Sandra Tate

June, 1987

CE048052

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

☐ This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

BEST COPY AVAILABLE

TABLE OF CONTENT

INTRODUCTION.....PG. 1

REFERRAL RESOURCE SYSTEM .....PG. 3

computerized or manual resource referral directory.....PG. 4

intake and assessment process.....PG. 6

individual educational and occupational plan.....PG. 7

referral procedure and follow up.....PG. 8

flow model.....PG. 9

ASSESSMENT: .....PG. 12

research .....PG. 12

selection.....PG. 18

training.....PG. 24

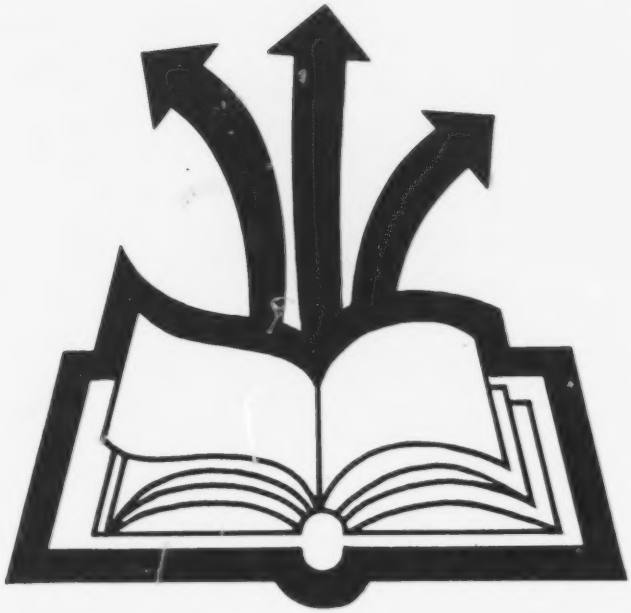
PILOT .....PG. 25

FUTURE ISSUES .....PG. 26

SUMMARY .....PG 29

APPENDICES .....PG. 32

Community Referral System



Introduction

INTRODUCTION

THIS HANDBOOK TO A RESOURCE REFERRAL SYSTEM FOR A LITERACY CENTER IS INTENDED FOR ADULT EDUCATORS WHO WORK WITH LIMITED ENGLISH SPEAKING STUDENTS WHO ARE INTERESTED IN DEVELOPING ENGLISH READING SKILLS, AND ENGLISH SPEAKING STUDENTS IN NEED OF SPECIAL LITERACY INSTRUCTION. THE HANDBOOK ALSO PROVIDES
A METHOD TO EXPLORE VOCATIONAL INTERESTS WITH THOSE STUDENTS INTERESTED IN SEEKING EMPLOYMENT.

OUR LITERACY CLASSES INCLUDE ADULT STUDENTS OF ALL AGES WITH VARYING LEVELS OF READING SKILLS, MOSTLY RANGING FROM A PRE-PRIMER LEVEL TO A SIXTH GRADE LEVEL IN ENGLISH. THE STUDENT POPULATION IS MOSTLY COMPOSED OF MEXICAN AMERICANS, MEXICANS, AND ANGLO AMERICANS. SOME ARE NONLITERATE OR ARE LITERATE IN SPANISH ONLY, AND OTHERS HAVE MINIMAL SKILLS BECAUSE OF LIMITED FORMAL SCHOOLING OR LEARNING PROBLEMS. SOME OF THESE STUDENTS ARE UNEMPLOYED OR ARE SEEKING TO IMPROVE THEIR POSITION AT WORK. OTHERS WOULD LIKE TO IMPROVE THEIR READING SKILLS IN ORDER TO READ TO THEIR CHILDREN AT HOME AND TO FUNCTION MORE COMFORTABLY IN SOCIETY. THE PROGRAM WAS DESIGNED WITH THESE STUDENTS IN MIND.

IT REFLECTS OUR EXPERIENCE AND NEEDS IN ASSESSING AND TEACHING BASIC READING SKILLS TO THIS UNIQUE POPULATION. IT ALSO REFLECTS THE NEED TO PROVIDE AN ATMOSPHERE WHERE THE INDIVIDUAL IS ABLE TO EXPLORE HIS/HER VOCATIONAL INTEREST, GIVING EACH STUDENT THE OPPORTUNITY TO FORMULATE A DIRECTION FOR HIS/HER FUTURE.

THIS HANDBOOK SHOWS HOW THE PROGRAM IS TAILORED TO THE COMPOSITION OF THE STAFF AT THE LITERACY CENTER. THIS FACTOR WAS TAKEN INTO ACCOUNT WHEN THE ASSESSMENT PROGRAM WAS BEING DEVELOPED. CURRENTLY, THE MAJORITY OF THE TUTORS ARE VOLUNTEERS AND WORK STUDY STUDENTS. THEIR EXPOSURE TO AND EXPERIENCE WITH ANY ASSESSMENT TOOLS WAS MINIMAL.

WE WOULD LIKE TO THANK THE STAFF AT THE LITERACY CENTER FOR THE TIME, SUPPORT, AND GUIDANCE IN HELPING TO PUT TOGETHER THIS PROGRAM. WE WOULD ALSO LIKE TO THANK ALL OF THE STUDENTS WHO HAVE PARTICIPATED IN OUR LITERACY CLASSES OVER THE PAST YEAR FOR THEIR COMMITMENT TO LEARNING, DILIGENCE IN COMING TO SCHOOL, AND PATIENCE WITH ALL OF US.

Resource
Referral System

THE RESOURCE REFERRAL SYSTEM

THE PURPOSE OF THE LITERACY REFERRAL SYSTEM IS TO PROVIDE EDUCATIONALLY AND ECONOMICALLY DISADVANTAGED ADULTS IN THE COMMUNITY WITH AN INDIVIDUALIZED EDUCATIONAL AND EMPLOYMENT PLAN. THIS PLAN SERVES AS A GUIDE TOWARDS THEIR PERSONAL/VOCATIONAL GOALS. BASED ON THE RESOURCE INFORMATION AVAILABLE WITHIN THE SYSTEM, THE CENTER IS ABLE TO ACCESS THE APPROPRIATE EDUCATIONAL INSTITUTIONS, TRAINING CENTERS AND SUPPORT SERVICES THAT WILL MEET THE SPECIAL NEEDS OF THE STUDENTS. THIS INFORMATION IS AVAILABLE ON COMPUTER AND IN A DIRECTORY.

THE INDIVIDUALIZED EDUCATIONAL AND EMPLOYMENT PLAN IS INITIALLY DETERMINED BY A PRELIMINARY ASSESSMENT OF THE INDIVIDUAL'S READING SKILLS, EDUCATIONAL INTENT AND VOCATIONAL GOAL. BASED ON THE RESULTS OF THE ASSESSMENT, THE STUDENT IS GIVEN A PERSONALIZED PLAN THAT SYSTEMATICALLY ENUMERATES THE STEPS AND RESOURCE CENTERS NECESSARY TO IMPROVE HIS/HER READING SKILLS AND ACHIEVE AN INTENDED GOALS.

THEREFORE, AN EFFECTIVE REFERRAL RESOURCE SYSTEM IS COMPOSED OF FIVE MAJOR COMPONENTS THAT ARE INTERRELATED : 1) A COMPUTERIZED OR MANUAL RESOURCE DIRECTORY OF AGENCIES, EDUCATIONAL INSTITUTIONS, TRAINING CENTERS, AND SUPPORT SERVICES, 2) AN INITIAL INTAKE AND ASSESSMENT PROCESS, WHEREBY DIAGNOSTIC INFORMATION IS GATHERED ON THE STUDENT, 3) THE FORMULATION OF AN EDUCATIONAL AND OCCUPATIONAL PLAN BY MATCHING RESOURCES AVAILABLE IN THE DIRECTORY OR COMPUTER WITH THE STUDENTS NEEDS AND GOALS, 4) AN INDIVIDUALIZED EDUCATIONAL AND OCCUPATIONAL PLAN (APPENDIX A) PROVIDING THE STUDENT WITH AN OUTLINE OF STEPS NEEDED TO ACHIEVE HIS/HER GOAL; AND 5) A REFERRAL PROCEDURE, WHEREBY A FORMAL REFERRAL IS MADE TO THE APPROPRIATE INITIAL SOURCE AND PERTINENT DATA IS COMMUNICATED BY A REFERRAL FORM (APPENDIX B).

THE COMPUTERIZED OR MANUAL RESOURCE REFERRAL DIRECTORY

A PRELIMINARY SURVEY OF THE CURRENT LITERACY RESOURCES, TRAINING CENTERS, SUPPORT SERVICES, AND EDUCATIONAL INSTITUTIONS IN THE CITY OF EL PASO AND

SURROUNDING AREAS WAS CONDUCTED. THE FOLLOWING ITEMS OF INFORMATION ON EACH CENTER WERE GATHERED: ELIGIBILITY REQUIREMENTS; SPECIFIC EDUCATIONAL, TRAINING, AND VOCATIONAL PROGRAMS; A CONTACT PERSON; CURRENT TEACHING SITES; TELEPHONE NUMBER; REFERRAL PROCEDURE; COST AND TUITIONS; AND HOURS OF OPERATION. THESE RESOURCES, WITH THE APPROPRIATE INFORMATION, WERE LISTED IN A LITERACY DIRECTORY AND DISTRIBUTED TO THOSE AGENCIES/INSTITUTIONS INCLUDED AND ALL OTHER INTERESTED AGENCIES/INSTITUTIONS. IT WAS ALSO COMPILED INTO INTO A DATA BASE FROM WHICH APPROPRIATE REFERRALS COULD BE GENERATED.

THERE WERE SEVERAL METHODS UTILIZED TO GATHER THE DATA ON EACH CENTER. THE FOLLOWING WAYS WERE THE MOST USEFUL: PHONE CALLS TO DIFFERENT AGENCIES; RESEARCH ON LISTINGS OF AGENCIES, EDUCATIONAL INSTITUTIONS, AND RESOURCE CENTERS IN THE TELEPHONE BOOK AND IN OTHER RESOURCE DIRECTORIES WHICH WERE PUBLISHED BY PRIVATE OR PUBLIC ORGANIZATIONS. THOSE AGENCIES CONTACTED WERE ASKED TO INFORM THE LITERACY CENTER OF ANY UNPUBLISHED INFORMATION REGARDING PROGRAMS THAT WERE CURRENTLY AVAILABLE TO THE PUBLIC.

THE INTAKE AND ASSESSMENT PROCESS

THE PURPOSE OF THE INITIAL INTAKE AND ASSESSMENT PROCESS IS TO BECOME ACQUAINTED WITH THE STUDENT. THIS GATHERING OF INFORMATION ASSISTS THE CENTER IN KNOWING THE STUDENT'S NEEDS AND GOALS. IT ALSO HELPS TO DETERMINE HOW THE CENTER CAN BEST MEET THE STUDENT'S NEEDS AND FORMULATE AN APPROPRIATE INDIVIDUALIZED PLAN. THEREFORE, AN INTAKE FORM IS MADE AVAILABLE IN ORDER TO ATTAIN PERTINENT INFORMATION ON THE STUDENT (APPENDIX C). THE DATA FROM THE INTAKE FORM IS ALSO USED BY THE COMPUTERIZED REFERRAL PROGRAM TO MATCH THOSE RESOURCES WITH THE STUDENT'S NEEDS AND GOALS.

ON MOST OCCASIONS, THE TUTOR READS THE QUESTIONS TO THE STUDENT AND WRITES THE ANSWERS OUT. THIS INFORMATION IS FED INTO THE COMPUTER WITH THE ADDITIONAL INFORMATION THAT IS GATHERED LATER. AS YOU MAY NOTE IN APPENDIX C, THE DATA COLLECTED ON THE STUDENT RELATES TO THEIR EDUCATIONAL AND SOCIAL HISTORY, CURRENT DEMOGRAPHICS, SUCH AS, AGE, ADDRESS, ECONOMIC STATUS, ETHNIC BACKGROUND, FUTURE GOALS, AND THEIR PURPOSE IN IMPROVING THEIR READING SKILLS, ETC. WITHIN THE SAME FORM. ADDITIONAL INFORMATION CAN BE COLLECTED IF THERE

IS CAUSE FOR CONCERN REGARDING A LEARNING DISORDER. THE QUESTIONS ARE ONLY A PRELIMINARY SCREENING MEASURE POSSIBLY TO SUPPORT ADDITIONAL DATA THAT HAS OR WILL BEEN GATHERED.

THE INDIVIDUALIZED EDUCATIONAL AND OCCUPATIONAL PLAN

THE INDIVIDUALIZED EDUCATIONAL AND OCCUPATIONAL PLAN IS THE FINAL PRODUCT THAT IS GENERATED FROM THE ANALYSIS OF INFORMATION ON EACH STUDENT. IT PROVIDES THE STUDENT AS WELL AS THE TUTOR WITH A GUIDE THAT LISTS THE RESOURCES AND STEPS NEEDED TO BE TAKEN BY THE STUDENT. THESE STEPS DIRECT THE STUDENT TOWARDS ACHIEVING HIS/HER PERSONAL, EDUCATIONAL AND OCCUPATIONAL GOALS. THE PLAN ITSELF CAN BE FLEXIBLE, LEAVING ROOM FOR THE STUDENT TO CONTINUE TO ACHIEVE ADDITIONAL GOALS IF DESIRED.

REFERRAL PROCEDURE

A REFERRAL IS MADE ONCE THE STUDENT HAS ACHIEVED THE NECESSARY REQUIREMENTS OR READING SKILLS TO THEN BEGIN THE NEXT STEP ON THE EDUCATIONAL AND OCCUPATIONAL PLAN. A REFERRAL IS ALSO MADE IF THE STUDENT'S NEEDS ARE MORE APPROPRIATELY MET AT ANOTHER CENTER BESIDES THE LITERACY CENTER. PERTINENT INFORMATION REGARDING THE STUDENT IS WRITTEN UP ON A REFERRAL FORM FOR BOTH THE STUDENT AND REFERRAL SOURCE TO HAVE AVAILABLE. THE HOPE IS THAT THE INFORMATION ON THE REFERRAL FORM REGARDING INDIVIDUAL'S STATUS REGARDING HIS/HER READING SKILLS, EDUCATIONAL HISTORY AND VOCATIONAL GOALS WILL BE UTILIZED BY THE AGENCY, TRAINING CENTER OR INSTITUTION. THIS MAY AVOID A DELAY IN PROCESSING THE INDIVIDUAL'S APPLICATION AND HELP REDUCE THE AMOUNT OF TESTING.

FLOW MODEL

ONE OF THE MOST IMPORTANT FEATURES OF THIS PROGRAM IS THE MANNER IN WHICH EACH STUDENT IS CHANNELED THROUGH A DELIBERATE PATHWAY TO ACHIEVE HIS/HER FINAL GOAL. WHILE THE PATHWAY IS NOT A RIGID ONE, IT DOES TRY TO PROVIDE THE STUDENT WITH SOME DIRECTION. AT ANY POINT IN THE PROCESS, THE STUDENT IS ELIGIBLE TO CHANGE HIS/HER INITIAL COURSE. THIS CHANGE IN DIRECTION MAY BE DUE TO A SHIFT IN THE STUDENT'S VOCATIONAL INTEREST OR CONFIDENCE LEVEL IN HIS/HER READING SKILLS.

THE INFORMATION TAKEN AT THE INTAKE PROCESS AND THE PURPOSE FOR HIS/HER PARTICIPATION IN THE PROGRAM ARE REVIEWED. THOSE STUDENTS DEMOSTRATING AN INTEREST IN EXPLORING A VOCATIONAL GOAL TAKE A VOCATIONAL INVENTORY TEST. THIS ASSESSMENT ALLOWS HIM/HER TO INITIAL EXPLORE AND NARROW DOWN HIS/HER INTERESTS AND GOALS. A COUNSELOR IS AVAILABLE TO ASSIST THE STUDENT IN THIS EXPLORATION.

UPON THE COMPLETION OF THIS INITIAL INTAKE PROCEDURE, A PRELIMINARY DETERMINATION IS MADE OF HIS/HER NEEDS AND GOALS, AND THE EDUCATIONAL AND OCCUPATIONAL PLAN IS

DEVELOPED. AN EDUCATIONAL AND OCCUPATIONAL PLAN IS FORMULATED BY MATCHING THE NEEDS AND GOALS OF THE INDIVIDUAL WITH THE RESOURCES AVAILABLE IN THE RESOURCE DIRECTORY. IF A COMPUTER IS AVAILABLE, THIS MATCHING PROCEDURE CAN BE PROCESSED QUICKLY. THE PLAN LISTS THE STEPS AND RESOURCES NEEDED TO MEET HIS/HER NEEDS AND ACHIEVE HIS/HER FINAL GOAL. IF SATISFIED WITH THIS PLAN, THE STUDENT THEN BEGINS THE PROCESS. WHENEVER THE STUDENT HAS COMPLETED A STEP IN THE PLAN, HE/SHE IS REFERRED TO A SUBSEQUENT TRAINING CENTER, INSTITUTION, ETC. ONCE THE STUDENT HAS COMPLETED THEIR TRAINING AT THE LITERACY CENTER OR IF THE INITIAL SERVICES NEEDED ARE PROVIDED ELSEWHERE, A REFERRAL FORM IS PREPARED WITH SALIENT INFORMATION ON THE STUDENT. THIS INFORMATION IS THEN FURNISHED TO THE APPROPRIATE EDUCATIONAL CENTER.

THE STUDENTS THAT REACH THE LITERACY CENTER APPEAR TO FALL INTO SIX DIFFERENT CATEGORIES WHICH REFLECT BOTH THEIR NEEDS AND GOALS. THE CATEGORIES ARE AS FOLLOWS: 1. READING ONLY; 2. IMPROVE READING AND INTERESTED BUT UNCERTAIN ABOUT A VOCATION; 3. IMPROVE READING AND CERTAIN ABOUT TECHNICAL VOCATION; 4. IMPROVE READING AND INTERESTED IN ATTAINING A GED; 5. IMPROVE READING AND HAS

EXPRESSED AN ACADEMIC PURSUIT; 6. INTERESTED IN ESL CLASSES (APPENDIX D).

Assessment

ASSESSMENT INSTRUMENTS: RESEARCH, SELECTION, AND TRAINING

RESEARCHING AND SELECTING THE APPROPRIATE ASSESSMENT INSTRUMENTS REQUIRES AN EVALUATION OF THE PARTICULAR PROGRAM'S NEEDS AND PRACTICES. IT IS ESSENTIAL TO ESTABLISH SOME CRITERIA (APPENDIX E) IN ORDER TO FACILITATE THE PROCESS OF SELECTING TESTS THAT ARE APPROPRIATE FOR A GIVEN LITERACY CENTER. THEREFORE, A NUMBER OF QUESTIONS WERE ASKED WHICH ESTABLISHED SUCH CRITERIA. THESE QUESTIONS HAVE BEEN FOUND TO BE USEFUL IN DETERMINING SUCH MATTERS. THERE ARE TWO AREAS OF INTERESTS THAT THE LITERACY CENTER AT THE EL PASO COMMUNITY COLLEGE DESIRED TO EXPLORE AND ASSESS: THE STUDENT'S READING SKILLS AND VOCATIONAL INTERESTS.

WHY IS THE CENTER TESTING?

THE PURPOSE IS TO DISCOVER THOSE STUDENTS IN NEED OF REMEDIATION IN THEIR READING SKILLS AND PROVIDE AN INSTRUCTIONAL RANGE FOR THE TUTORS AS A GUIDE FOR THEIR INSTRUCTION. SECONDLY, THE CENTER WAS INTERESTED IN EXPLORING POTENTIAL VOCATIONAL INTERESTS WITH THOSE INDIVIDUALS WHO INTENDED TO UTILIZE THEIR IMPROVED

READING SKILLS TOWARDS A VOCATIONAL GOAL OR INTENT, YET WERE UNCERTAIN OF A SPECIFIC INTEREST.

WHAT IS THE CENTER TESTING?

SINCE AN ACHIEVEMENT TEST ONLY SAMPLES FOR SKILLS AND KNOWLEDGE (CONTENT), IT WAS CLEAR THAT A "SKILLS" TEST WAS THE APPROPRIATE CHOICE FOR A READING TEST. THIS KIND OF TEST DISCOVERS WHAT SKILLS THE STUDENT ALREADY HAS AND WHICH SPECIFIC ONES NEED BUILDING. THE VOCATIONAL INVENTORY FOR THIS LITERACY CENTER NEEDED TO INCLUDED A BROAD RANGE OF PROFESSIONS AND VOCATIONS THAT WOULD BE REALISTIC TO THE PARTICULAR CHARACTERISTICS OF THE CITY'S COMPOSITION.

WHOM IS THE CENTER TESTING?

CONSIDERATION OF THE SPECIFIC CHARACTERISTICS OF THE POPULATION TO BE TESTED WAS IMPORTANT. KEEPING IN MIND THE STUDENT'S PAST EDUCATIONAL EXPERIENCE, IT IS NECESSARY TO HAVE A TEST THAT INVITES A STUDENT TO RESPOND, THAT DOES NOT PRESENT A FORMIDABLE CHALLENGE, AND, IF POSSIBLE, ALLOWS FOR SOME SUCCESS. A MAJORITY OF THESE ADULT STUDENTS MAY HAVE BEEN OUT OF SCHOOL FOR A LONG TIME, MAY NOT HAVE BEEN SUCCESSFUL IN SUCH A SETTING OR EXPOSED TO ANY

FORMAL INSTRUCTION. THEY ALSO MAY BE RELUCTANT OR EASILY INTIMIDATED.

ALSO, THE CONTENT OF THE TEST ITSELF NEEDS TO BE RELEVANT TO THIS AGE GROUP. THUS, AGE RELEVANCY WAS CONSIDERED AS THE TESTS WERE REVIEWED. IN ADDITION, ITEMS NEED TO BE CHECKED FOR ANY CULTURAL BIAS THAT MIGHT SIGNIFICANTLY AFFECT THE STUDENT'S PERFORMANCE.

THE STUDENTS' CHARACTERISTICS ALSO PLAY A SIGNIFICANT ROLE IN DETERMINING THE STARTING LEVEL OF THE TEST, THE STANDARDIZATION OF THE TEST AND THE NATURE OF THE TASKS THAT ARE REQUIRED. GIVEN THIS POPULATION, THE STARTING LEVEL OF THE TEST CHOSEN NEEDS TO INCLUDE ITEMS THAT COVERED VERY BASIC READING SKILLS. ITS LEVEL OF DIFFICULTY NEEDS TO INCREASE GRADUALLY AND EXPAND OVER SEVERAL GRADES, PREFERABLY PRE-PRIMER TO THE TWELFTH GRADE. IT IS HIGHLY RECOMMENDED TO SELECT A TEST WHICH HAS BEEN STANDARDIZED ON POPULATIONS SIMILAR TO THOSE TESTED AT THE CENTER. IN DOING SO, THERE IS A GREATER CHANCE THAT WHEN COMPARING THE STUDENT'S PERFORMANCE TO THOSE PREVIOUSLY TESTED, THE RESULTS WILL BE MORE RELEVANT.

FINALLY, THE NATURE OF THE TEST ITSELF CAN HAVE A BEARING ON THE STUDENT'S PERFORMANCE. GIVEN THEIR PREVIOUS EXPERIENCE WITH SCHOOL TASKS AND ASSUMING A CERTAIN FEARFUL ATTITUDE TOWARDS TESTS, AN ATTEMPT TO SELECT A TEST THAT WAS LESS REMINDFUL OF THOSE PREVIOUS UNSUCCESSFUL OR UNCOMFORTABLE EXPERIENCES, I.E., PAPER AND PENCIL, MULTIPLE CHOICE, ETC. WAS NECESSARY.

GIVEN THE READING LEVEL OF THESE STUDENTS, THE ITEMS ON THE VOCATIONAL INVENTORY ALSO NEED TO BE SIMPLY WRITTEN AND THE NUMBER OF ITEMS LIMITED. THIS ALLOWS THOSE STUDENTS WITH SOME READING SKILLS TO COMFORTABLY TAKE THE INVENTORY THEMSELVES; YET FOR THOSE WHO ARE UNABLE TO READ, THE ADMINISTRATION OF THE INVENTORY BY THE COUNSELOR IS NOT BURDENSOME. THE OCCUPATIONAL RANGE OF THE INVENTORY SHOULD INCLUDE THE UNSKILLED LABOR TO THE HIGHEST LEVELS OF TECHNICAL, MANAGERIAL AND PROFESSIONAL TRAINING. SUCH A RANGE WILL THUS INCLUDE THE VARIED POPULATION THAT ATTENDS THE PROGRAM.

HOW MANY STUDENTS ARE BEING TESTED?

THE NUMBER OF STUDENTS PARTICIPATING IN THE PROGRAM WAS A CONSIDERATION SINCE IT HAD FUTURE IMPLICATIONS ON

THE COST OF CONTINUING SUCH SERVICES TO THESE STUDENTS. THIS QUESTION ALSO HELPS DETERMINE WHETHER IT WOULD BE MORE FEASIBLE TO TEST GROUPS OF INDIVIDUALS AS OPPOSED TO TESTING INDIVIDUALLY. GIVEN THE NATURE OF THE PROGRAM AND THE STUDENTS, INDIVIDUAL TESTING IS THE PREFERRED CHOICE. INDIVIDUAL TESTING CAN PROVIDE MORE PERSONAL ATTENTION, CAN REDUCE SOME OF THE ANXIETY PROVOKED BY THE TESTING SESSION, AND CAN YIELD A CLEARER DETERMINATION OF THE INDIVIDUAL'S NEEDS.

HOW MUCH TIME IS THERE FOR TESTING?

IN ORDER TO SELECT THE APPROPRIATE TEST, THIS QUESTION NEEDED TO BE ASKED TO DETERMINE THE TIME RESTRICTIONS INHERENT IN THE SYSTEM AND IN THE POSITION OF THE VOLUNTEER TUTORS WHO WOULD BE TESTING. SINCE THE TIME GIVEN TO TESTING IS LIMITED AND THE VOLUNTEER TUTORS ARE USUALLY AVAILABLE ON A RESTRICTED BASIS, A TEST THAT IS SIMPLE AND QUICK TO ADMINISTER IS REQUIRED. WHILE THE LENGTH OF THE TEST AND THE NATURE OF THE ITEMS ARE IMPORTANT FACTORS, TEST RELIABILITY ALSO WEIGHED HEAVILY IN THE FINAL SELECTION OF THE TEST. GIVEN THE INVERSE RELATIONSHIP BETWEEN THE LENGTH/NATURE OF THE ITEMS AND THE RELIABILITY OF THE TEST, CAREFUL CONSIDERATION

WAS TAKEN TO AVOID SIGNIFICANT COMPROMISE OF THE STATISTICAL SPECIFICATIONS .

WHAT ARE THE STATISTICAL SPECIFICATIONS?

SINCE IT IS ESSENTIAL FOR THE ASSESSMENT TOOL TO TEST AS ACCURATELY AS POSSIBLE THE SKILLS OR VOCATIONAL INTERESTS OF AN INDIVIDUAL IN ORDER TO YIELD MEANINGFUL DATA, A CAREFUL REVIEW OF THE RELIABILITY, THE VALIDITY AND STANDARDIZATION OF THE ASSESSMENT INSTRUMENT IS IMPERATIVE. RESEARCH ON THIS DATA WAS PERFORMED ON EACH TEST UNDER CONSIDERATION. GIVEN THE IMPORTANCE OF THIS INFORMATION, A NUMBER OF ASSESSMENT TOOLS WERE ELIMINATED WHEN SUFFICIENT DATA WAS NOT AVAILABLE.

WHO WILL BE TESTING?

THE MAJORITY OF THE EXAMINERS ARE TUTORS WHO USUALLY ARE UNFAMILIAR WITH ADMINISTERING TESTS AND ALSO CAN BE FAIRLY TRANSIENT. GIVEN THE NATURE OF THESE VOLUNTEER TUTORS; IT IS ESSENTIAL TO CHOOSE A TEST THAT IS SIMPLE TO LEARN AND ADMINISTER AS WELL AS SCORE AND INTERPRET. THEREFORE, THESE FACTORS PLAYED AN IMPORTANT ROLE IN THE SELECTION OF THE TESTS.

THE SELECTION OF THE ASSESSMENT INSTRUMENTS

AFTER CONSIDERING THE ANSWERS TO THE ABOVE QUESTIONS AND REVIEWING THE MAJOR FACTORS PERTINENT TO THE SELECTION OF THE ASSESSMENT INSTRUMENT, TESTS WERE EXAMINED TO DETERMINE WHETHER THEY MET THE CRITERIA. A NUMBER OF READING DIAGNOSTIC TESTS, TESTS OF ADULT EDUCATION, AND HOME MADE INSTRUMENTS DEVELOPED BY OTHER LITERACY CENTERS WERE RESEARCHED AND INSPECTED. THESE TESTS WERE REVIEWED SINCE THEY SEEMED TO HAVE POSSIBLE RELEVANCE TO THE PROGRAM'S NEEDS AND CHARACTERISTICS.

GIVEN THE PARAMETERS OF THE PROGRAM, THE ASSESSMENT TOOL THAT WAS CHOSEN TO TEST THE STUDENT'S READING SKILLS WAS THE WOODCOCK LANGUAGE PROFICIENCY BATTERY BY RICHARD W. WOODCOCK. THE REASONS FOR SELECTING THIS TEST WERE THE COMBINATION OF ATTRACTIVE FEATURES THAT IT PROVIDES.

FIRST, IT IS HIGHLY RECOMMENDED AS AN ASSESSMENT TOOL. THE BREATH OF LANGUAGE SKILLS TESTED, I.E., READING, WRITING AND ORAL LANGUAGE, PROVED TO BE USEFUL FOR THE CENTER. WHILE A READING SCORE ALONE CAN BE ATTAINED,

THE OPPORTUNITY TO ACQUIRE ADDITIONAL INFORMATION THAT MAY BE USEFUL IN PLACING AN INDIVIDUAL IN FUTURE PROGRAMS WAS QUITE APPEALING.

THESE THREE LANGUAGE CLUSTERS, READING, WRITING AND ORAL LANGUAGE CAN BE ADMINISTERED SEPARATELY AS WELL AS THE SUBTESTS THAT ARE INCLUDED IN THE THREE LANGUAGE CLUSTERS. SCORES CAN BE DERIVED BY GIVING THE FULL BATTERY, THE CLUSTER, OR SUBTESTS ALONE. WHILE THE FULL BATTERY TAKES 45 MINUTES TO ADMINISTER, ONE CLUSTER CAN TAKE AS LITTLE AS 15 MINUTES OR LESS. THE ORDER IN WHICH THE TEST IS TAKEN AND THE NUMBER OF SUBTESTS GIVEN CAN VARY WITH EACH STUDENT.

SCORING OF THE TEST IS RELATIVELY EASY. AFTER THE TRAINING SESSIONS, THE INTERPRETATION OF THE TEST RESULTS IS ALSO QUITE MANAGEABLE. THE TEST MANUAL PROVIDES CLEAR INSTRUCTIONS FOR THE COMPUTATION AND INTERPRETATION OF THE SCORES. THE RANGE OF SCORES THAT CAN BE DERIVED FROM THE TESTS IS VAST, GIVING THE EXAMINER SUBSTANTIAL INFORMATION ON THE STUDENT'S PERFORMANCE RELATIVE TO THE NORMED SAMPLE. A SCORE FOR EACH CLUSTER IS PROVIDED, AS WELL AS AN AGE SCORE, GRADE SCORE, AN INSTRUCTIONAL RANGE, A PERCENTILE RANK,

A STANDARD SCORE, RELATIVE PERFORMANCE INDEXES, A FUNCTIONAL LEVEL, AND A NORMAL CURVE EQUIVALENCE.

TEST RELIABILITY PROVED TO BE RELATIVELY HIGH, AS WELL AS ITS CONSTRUCT AND CONCURRENT VALIDITY. NORMS HAVE BEEN BASED ON AN AGE RANGE OF 3-80. NORMATIVE DATA WERE GATHERED FROM ALMOST 5000 SUBJECTS IN 49 SEPARATE U.S. COMMUNITIES. THE POPULATION ON WHICH THE TEST WAS NORMED WAS BALANCED FOR RACE, SEX AND OCCUPATION.

THE TEST INCLUDES SEVERAL APPLICATIONS THAT SEEM APPROPRIATE FOR OUR CENTER: INDIVIDUAL ASSESSMENT, SELECTION AND PLACEMENT, INDIVIDUAL PROGRAM PLANNING, ORIENTATION AND GUIDANCE, APPRAISING GAINS AND GROWTH, PROGRAM EVALUATION AND RESEARCH.

THE WOODCOCK LANGUAGE PROFICIENCY TEST IS ALSO AVAILABLE IN SPANISH. GIVEN THE NUMBER OF SPANISH SPEAKING PEOPLE THAT ATTEND THE CENTER, THE SPANISH FORM PROVED TO BE USEFUL. IF BOTH SPANISH AND ENGLISH BATTERIES ARE GIVEN, AN INSTRUCTIONAL PROFILE CAN BE ACHIEVED ILLUSTRATING A RELATIVE LANGUAGE PROFICIENCY IN SPANISH AND ENGLISH. THIS WOULD BE VALUABLE FOR COMPARING SKILLS IN BOTH LANGUAGES.

THE LAYOUT OF THE TEST IS IN A SPIRAL BOND EASEL FORMAT WHICH MAKES THE ADMINISTERING OF THE TEST EASY AND PERHAPS LESS INTIMIDATING. NO PENCIL OR PAPER IS REQUIRED UNLESS THE DICTATION SUBTEST IS GIVEN.

THE COST OF THE INSTRUMENT KIT IS $66. THIS INCLUDES 25 RESPONSE BOOKLETS, THE EASEL, AND AN EXAMINER MANUAL. FOR AN ADDITIONAL 25 RESPONSE BOOKLETS, THE COST IS $20. (SPANISH VERSION /FO800P, ENGLISH VERSION/ FO700P). DLM TEACHING RESOURCES IS ONE OF THE DISTRIBUTORS OF THIS TEST. THEIR ADDRESS IS: DLM, P.O. BOX 4000, ONE DLM PARK, ALLEN, TEXAS 75002.

WITH THE PURPOSE OF PROVIDING THE STUDENT WITH A PRELIMINARY EXPLORATION OF HIS/HER VOCATIONAL INTERESTS, THE JOB-O INTEREST INVENTORY WAS SELECTED AS THE MOST APPROPRIATE MEASURE TO UTILIZE. THIS INSTRUMENT HAS BEEN RECOMMENDED AS A GOOD PRELIMINARY STEP TO BEGIN THE PROCESS OF SELF AWARENESS, CAREER AWARENESS AND EXPLORATION. IT HAS A SIMPLE LAYOUT THAT MAKES THE JOB RESEARCH POSSIBLE FOR THOSE WHO MIGHT HAVE SOME TROUBLE READING. FOR THOSE WHO ARE AT A LOWER READING

LEVEL, THE TEST CAN BE ADMINISTERED BY THE COUNSELOR. THE TEST ITSELF ONLY REQUIRES THE INDIVIDUAL OR COUNSELOR TO READ AND ANSWER NINE QUESTIONS. THE ITEMS APPEAR TO BE THE MOST RELEVANT FOR THIS POPULATION. THE OCCUPATIONAL RANGE EXTENDS FROM VOCATIONS IN AREAS OF THE UNSKILLED LABOR TO THE HIGHEST END OF TECHNICAL, MANAGERIAL AND PROFESSIONAL TRAINING. IT PROVIDES A DICTIONARY ON 120 JOB TITLES WHICH GIVES A BRIEF DESCRIPTION OF THE POSITION. THESE TITLES HAVE BEEN TAKEN FROM THE U.S. DEPARTMENT OF LABOR. FURTHER INFORMATION ON THESE TITLES CAN BE FOUND IN THE OCCUPATIONAL OUTLOOK HANDBOOK, PUBLISHED BY THE U.S. DEPARTMENT OF LABOR, THE BUREAU OF LABOR STATISTICS. THIS RESOURCE MANUAL PROVIDES THE INDIVIDUAL WITH DETAILED INFORMATION ON SUBJECTS SUCH AS, THE NUMBER OF PEOPLE EMPLOYED, YEARLY JOB OPENINGS, YEARLY PAY, JOB OUTLOOK, KIND OF TRAINING NEEDED, AND INFORMATION ON TRAINING. SINCE THIS INFORMATION IS BASED ON A NATIONWIDE STUDY, SOME OF THIS INFORMATION WOULD NEED TO BE ADJUSTED TO THE AREA IN WHICH THE INDIVIDUAL LIVED. THE AVAILABLE RESOURCES AND TRAINING PROGRAMS WILL VARY FROM CITY TO CITY.

THE SCORING FOR THE JOB-O VOCATIONAL INVENTORY IS SIMPLE. EITHER THE STUDENT OR THE COUNSELOR COULD SCORE THE INSTRUMENT. IT IS RECOMMENDED THAT A COUNSELOR IS MADE AVAILABLE TO HELP INTERPRET THE RESULTS. IT IS UNTIMED, GIVING THE STUDENT AS MUCH TIME TO CONSIDER HIS/HER ANSWERS AND OPTIONS.

THE TEST MATERIAL CAN BE MADE AVAILABLE THROUGH THE CFKR CAREER MATERIALS, INC., P.O. BOX 437, MEADOW VISTA, CALIFORNIA 95722. THE COST OF THE JOB-O SPECIMEN SET #108, $5.00; ADMINISTRATIVE MANUAL #107 , $3.50; JOB-O DICTIONARY #109, $1.75; JOB-O BOOKLET SPANISH OR ENGLISH #104,103, $1.45; JOB-O INSERT FOLDERS, $0.25.

TRAINING

ONCE THE TESTS WERE SELECTED, THE TUTORS INVOLVED IN THE PILOT PROGRAM WERE GIVEN A TWO HOUR TRAINING SESSION. THIS SESSION INCLUDED FAMILIARIZATION WITH THE TEST, REVIEW OF THE SCORING TECHNIQUE AND INTERPRETATION OF THE RESULTS. PRACTICE ADMINISTERING THE TEST ON EACH OTHER WAS CONDUCTED. EACH TUTOR WAS PROVIDED WITH A CONDENSED VERSION OF THE EXAMINER MANUAL. THIS VERSION DETAILED THE NECESSARY INFORMATION THAT WAS PERTINENT TO TESTING THIS POPULATION.

FOLLOW UP SESSIONS WERE OFFERED TO THOSE WHO HAD FURTHER QUESTIONS ABOUT THE TESTS OR THE PROCEDURES OF THE PILOT PROGRAM. DURING THE PILOT, THE TESTS WERE REVIEWED BY THE TRAINER TO ENSURE THAT THE RESULTS WERE CORRECTLY TABULATED AND THAT THE TUTORS WERE COMFORTABLE WITH THEIR WORK. FURTHER TRAINING OR CLARIFICATION FOR THOSE TUTORS WHO CONTINUED TO HAVE SPECIFIC QUESTIONS WAS ALSO PROVIDED. FINALLY, AT THE END OF THE PILOT PROGRAM, TUTORS WERE ASKED TO COMMENT OF THEIR EXPERIENCE ADMINISTERING THE TESTS

Piloting

AND THEIR PERCEPTION OF THE TEST'S EFFECTIVENESS WITH THEIR STUDENTS.

PILOTING

ONCE THE INFORMATION AND RESOURCES HAVE BEEN COMPUTERIZED, THE ASSESSMENT INSTRUMENTS HAVE BEEN SELECTED, AND THE TUTORS HAVE BEEN TRAINED AND ORIENTED, PILOTING OF THE PROGRAM CAN TAKE PLACE. THE PURPOSE OF THE PILOT IS TO DETERMINE THE SYSTEM'S EFFECTIVENESS AND ACCURACY OF THE REFERRALS. IT ALSO GIVES THE OPPORTUNITY TO EVALUATE THE ASSESSMENT TOOLS FOR THEIR RELEVANCY, VALIDITY AND USEFULNESS. AT THIS TIME INTERVIEWS WITH THE STUDENTS AND TUTORS REGARDING THEIR EXPERIENCE WITH THE SYSTEM ARE CONDUCTED. REFERRAL SOURCES ARE ALSO CONTACTED IN ORDER TO INCLUDE THEIR INPUT REGARDING THE APPROPRIATENESS OF THE REFERRALS. A FINAL EVALUATION IS WRITTEN ONCE THIS INFORMATION HAS BEEN COLLECTED AND REVIEWED.

Future Issues

FUTURE ISSUES

THERE ARE SEVERAL ISSUES THAT ARE IMPORTANT TO CONSIDER IN THE FUTURE. SUCH CONSIDERATIONS WILL HOPEFULLY ENHANCE THE WORK THAT IS BEING DONE IN THE FIELD OF LITERACY.

FURTHER INVESTIGATION IS NEEDED IN THE AREA OF LEARNING DISABILITIES, ESPECIALLY IN DIAGNOSING THE PROBLEM MORE EASILY AND ACCURATELY AMONG THESE ADULT STUDENTS. IT HAS ALREADY BEEN SUGGESTED THAT THIS SPECIAL PROBLEM EXISTS IN THIS STUDENT POPULATION.

SOME OF THE PRELIMINARY RESEARCH HAS SHOWN THAT THE ASSESSMENT INSTRUMENTS UTILIZED TO TEST THE LEARNING DISABLED ARE MOSTLY STANDARDIZED FOR CHILDREN AND SHOULD ONLY BE ADMINISTERED BY AN EXPERT IN THE FIELD. FURTHER RESEARCH IS ENCOURAGED TO DEVELOP AN ASSESSMENT AS WELL AS AN EDUCATIONAL PROGRAM RELEVANT TO THIS POPULATION IN THIS SETTING. IN ADDITION, FURTHER TRAINING FOR TUTORS WHO WORK WITH THIS POPULATION

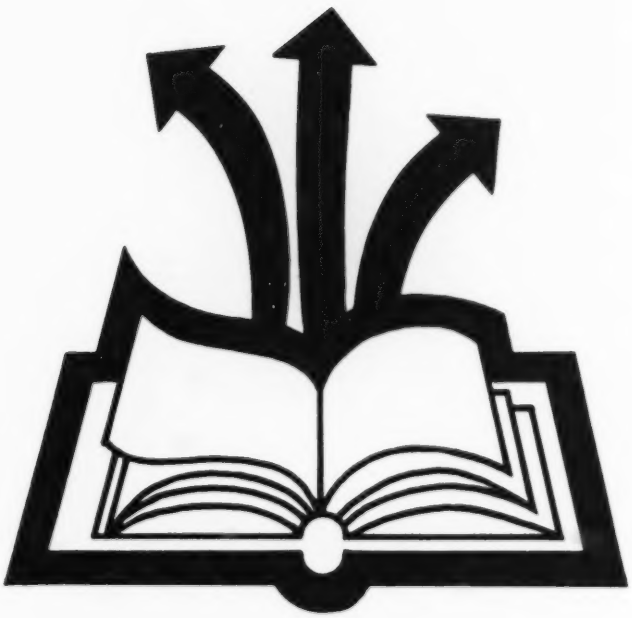
IS NECESSARY. THIS TRAINING MIGHT INCLUDE THE USE OF RELEVANT AND USEFUL TECHNIQUES, ASSESSMENT AND FAMILIARIZATION WITH THE APPROPRIATE EDUCATIONAL MATERIALS.

FURTHER DEVELOPMENT IN THE AREA OF MATHEMATICAL TRAINING ALSO NEEDS TO TAKE PLACE. AS THE INDIVIDUAL'S READING SKILLS HAVE SHOWN TO BE LOW, THE MATHEMATICAL SKILLS ALSO HAVE SHOWN TO BE INADEQUATE IN SOME OF THE STUDENTS. WHILE ENHANCING THE STUDENTS' READING SKILLS IS AN ESSENTIAL MATTER, IN THE FUTURE THESE STUDENTS WOULD BENEFIT FROM A MORE STRUCTURED PROGRAM IN THE AREA OF MATHEMATICAL COMPUTATION. SUCH TRAINING WOULD ALSO COMPLEMENT THE STUDENTS' READING SKILLS, MAKING HIM/HER MUCH MORE MARKETABLE.

FINALLY, SINCE AN EXTENSIVE CITY WIDE DIRECTORY HAS ALREADY BEEN DEVELOPED ON THE RESOURCES AVAILABLE TO THE DISADVANTAGED ADULTS, IT WOULD BEHOOVE THE STAFF AT THESE RESOURCES TO MAINTAIN A CLOSE SYSTEMATIC NETWORK AMONG THEMSELVES. THE PURPOSE OF SUCH NETWORK WOULD BE THREEFOLD:

1) TO UPDATE NEW INFORMATION IN THE AREA OF LITERACY AND IN OTHER AREAS THAT COULD BENEFIT THIS POPULATION, 2) TO REDUCE THE AMOUNT OF DUPLICATION OF SERVICES, 3) TO SHARE THE TASKS NEEDED TO HELP THESE PROGRAMS THRIVE IN THE COMMUNITY.

Appendices
Summary



SUMMARY

THE LITERACY REFERRAL RESOURCE SYSTEM HANDBOOK IS INTENDED TO ASSIST ADULT EDUCATORS IN DEVELOPING A SIMILAR PROGRAM IN THEIR COMMUNITY. THIS SPECIFIC PROGRAM IS GEARED TOWARDS MEETING SOME OF THE EDUCATIONAL AND VOCATIONAL NEEDS OF ADULTS WHO ARE ECONOMICALLY AND EDUCATIONALLY DISADVANTAGED, YET MOTIVATED TO IMPROVE THEIR READING SKILLS IN ENGLISH. OF THESE STUDENTS, MANY ARE ALSO INTERESTED IN PURSUING A FRUITFUL VOCATIONAL GOAL, ESPECIALLY, AS THEIR READING SKILLS ARE ENHANCED.

THE HANDBOOK DESCRIBES THE GUIDELINES THAT WERE UTILIZED TO ESTABLISH THE LITERACY REFERRAL RESOURCE SYSTEM. IN PARTICULAR, DISCUSSIONS ON THE STEPS NEEDED TO DEVELOP THE RESOURCE SYSTEM DIRECTORY AND TO RESEARCH AND SELECT THE APPROPRIATE ASSESSMENT INSTRUMENTS ARE INCLUDED. WITHIN THIS HANDBOOK, THERE IS ALSO INFORMATION ON TRAINING THE STAFF, PILOTING THE PROGRAM, AND DEVELOPING THE APPROPRIATE MATERIAL THAT WILL ASSIST THE SYSTEM TO RUN MORE SMOOTHLY, I.E., THE

INTAKE FORM, THE REFERRAL FORM, THE FOLLOW UP FORM, AND THE INDIVIDUALIZED EDUCATIONAL AND VOCATIONAL PLAN. FINALLY, A FLOW MODEL THAT SEPARATELY OUTLINES THE FUNDAMENTAL STEPS FOR SIX DIFFERENT TYPES OF INDIVIDUALS PARTICIPATING IN THE PROGRAM IS ILLUSTRATED. THE SIX CATEGORIES THAT AN INDIVIDUAL CAN FALL INTO ARE: 1. READING ONLY; 2. IMPROVE READING AND INTERESTED BUT UNCERTAIN ABOUT A VOCATION; 3. IMPROVE READING AND CERTAIN ABOUT TECHNICAL VOCATION; 4. IMPROVE READING AND INTERESTED IN ATTAINING A GED; 5. IMPROVE READING AND HAS EXPRESSED AN ACADEMIC PURSUIT; 6. INTERESTED IN ESL CLASSES.

IN CREATING SUCH A PROGRAM, CONSIDERATION WAS GIVEN TO BOTH THE NEEDS AND CHARACTERISTICS OF THE STAFF AND THE STUDENTS PARTICIPATING IN THE PROGRAM. IT IS STRONGLY RECOMMENDED THAT EACH ADULT EDUCATOR REVIEW SUCH FACTORS IN ORDER TO APPROPRIATELY ADAPT THESE GUIDELINES TO THE PROGRAM BEING CREATED.

THE PRELIMINARY RESULTS FROM THE PILOT STUDY OF 54 COMMUNITY MEMBERS WITH LOW LITERACY SKILLS WERE

VERY POSITIVE. THE REFERRAL RESOURCE SYSTEM IS A VALUABLE AND USEFUL PROGRAM THAT SEEMS TO BENEFIT MANY DISADVANTAGED INDIVIDUALS WHO ARE UNFAMILIAR WITH THE EDUCATIONAL AND VOCATIONAL OPPORTUNITIES THAT EXIST. THE EDUCATIONAL AND OCCUPATIONAL PLAN HAS PROVEN TO BE A POSITIVE MOTIVATOR FOR THE STUDENTS, SINCE IT IDENTIFIES CONCRETE GUIDELINES TOWARDS THEIR GOALS.

APPENDIX A- INDIVIDUAL EDUCATIONAL AND OCCUPATIONAL PLAN

LITERACY CENTER
EL PASO COMMUNITY COLLEGE
1115 N. OREGON STREET
EL PASO, TEXAS 79902
(915) 534-4159

INDIVIDUALIZED EDUCATIONAL AND VOCATIONAL PLAN

NAME: THOMPSON, RICHARD E.

ADDRESS: 2028 CHATEAU PHONE: (505) 524-3964
LAS CRUCES, NM88005

AGE: 32 CURRENT READING LEVEL: 2.0

VOCATIONAL GOAL: ELECTRICAL TRADES

REFERAL INFORMATION:

VOCATION TRAINING CENTER: YSLETA VOCATIONAL HIGH SCHOOL
300 VOCATIONAL, EL PASO, TX 79925

TRAINING CENTER CONTACT: JERRY IVEY
PHONE NUMBER: 915-595-5500

TO BE QUALIFIED FOR THE ABOVE TRAINING, THE STUDENT MUST COMPLETE THE FOLLOWING READING COURSES TO A READING LEVEL OF AT LEAST GRADE: 11.0

Page No. 1
06/18/87

PERSONALIZED REFERRAL MAP

AGENCY	CONTACT	PHONE #	MINIUM LEVEL	MAXIMUM LEVEL
READING ASSISTANCE PROGRAM, 1115 N. OREGON, EL PASO, TX 79902	MZ. MARY GARCIA	915 543-8788	0.0	9.9
LET'S READ, 301 ALAMEDA AVE., EL PASO, TX 79908	MR. HALL	915-928-4233	3.0	12.9

APPENDIX B- REFERRAL FORM

LITERACY CENTER
EL PASO COMMUNITY COLLEGE
1115 N. OREGON STREET
EL PASO, TEXAS 79902
534-4159

REFERRAL FORM

NAME:_____ DATE OF REFERRAL :_____
ADDRESS:_____
TELEPHONE NO.:_____
AGE:_____ DATE OF BIRTH:_____

REASON FOR REFERRAL:_____
_____
_____

GRADE LEVEL COMPLETED:_____
GED ACHIEVED:_____

READING LEVEL:_____

VOCATIONAL INTERESTS: _____ PERSONAL GOALS:_____
_____ _____
_____ _____

PERFORMANCE ON:

WOODCOCK LANGUAGE PROFICIENCY BATTERY : GRADE EQUIVALENCY
READING SKILLS_____, ORAL LANGUAGE_____, WRITING SKILLS_____

JOB-O: VOCATIONAL INVENTORY
PRELIMINARY FINDINGS_____
_____

STRENGTHS:_____
_____
_____

ADDITIONAL INFORMATION:_____
_____
_____

CONTACT PERSON:_____

LITERACY CENTER
EL PASO COMMUNITY COLLEGE
1115 N. OREGON STREET
EL PASO, TEXAS 79902
534-4159

FOLLOW UP DATA

PLEASE RETURN THIS FORM TO THE ABOVE ADDRESS ONCE IT IS COMPLETED.

DATE:_____

MR./MS./MRS._____ WAS REFERRED TO YOUR AGENCY/INSTITUTION FROM THE LITERACY CENTER ON _____

THE PURPOSE OF THE REFERRAL WAS

_____

_____

HAS S/HE CONTACTED AND ENROLLED IN YOUR AGENCY/INSTITUTION?___

WAS THE REFERRAL APPROPRIATE? IF NOT, COULD YOU NOTE WHAT THE REASON WAS?_____

WAS S/HE REFERRED ELSEWHERE?_____

WHAT WILL BE THE DURATION OF THE PROGRAM IN WHICH S/HE WILL BE ENROLLED?_____

APPENDIX C- INTAKE FORM

Date _____

LEA STUDENT INTAKE INTERVIEW DOCUMENT

1. Name (Mr./Mrs./Ms.) _____

2. Social Security Number: _____

3. Address _____

4. Telephone number (if available) _____

5. How did you learn about the LEA program?

___ television or radio program/advertisement
___ family or friends
___ referred by employer
___ other. Specify _____

6. What primary purpose(s) do you have for improving your reading skills. (Mark each line Y or N)

___ to help my children with their homework
___ to read business mail/items addressed to me
___ for help when I go shopping
___ to take the U.S. citizenship test
___ for help in my present job
___ to get a better job
___ to enroll in school
___ to be able to vote
___ for personal satisfaction
___ to take the GED test
___ to learn to read Spanish
___ to get a job
___ to establish legal residency
___ to go to college
___ to assist with vocational training

7. Why have you come to the LEA program?

___ I need bilingual (Spanish/English) classes
___ I have need for tutoring convenient to where I live/work
___ I have need for tutoring convenient to when I am available
___ I prefer a private tutor
___ I need to try different methods to improve my reading
___ Other special needs? Specify _____

8. What is the best time for you to take a literacy class?

___ mornings ___ afternoons ___ evenings ___ any

9. What day(s) of the week are best for you to take a literacy class? Specify days.

___ M ___ T ___ W ___ Th ___ F ___ Sa
___ Su ___ Any day

10. What area of the city is most convenient for you to receive tutoring?

___ Central ___ East ___ Northeast ___ West
___ Lower Valley

11. Have you ever attended classes in other reading programs?

___ No ___ Yes. If yes, indicate where _____
how long _____

12. How long has it been since you attended school?

___ 1-5 yrs ___ 6-10 yrs ___ 11-15 yrs ___ 16-20 yrs

13. How many years of education did you complete?

___ 1-3 yrs ___ 4-6 yrs ___ 7-9 yrs ___ 10-12 yrs

14. What is your age range?

___ 15-21 ___ 22-30 ___ 31-45 ___ 46-59 ___ 60 +

15. What is your ethnic origin?

___ White
___ Black
___ Hispanic/Spanish Origin
___ American Indian
___ Asian/Pacific Islander
___ Other

16. What is the size of your household? _____

17. Are you receiving welfare assistance or Aid for Dependent Children?

___ Yes ___ No

18. What is the annual income range of your household?

___ $ 0 - $ 5,000
___ $5,001 - $ 7,000
___ $7,001 - $ 9,000
___ $9,001 - $11,500
___ $11,501 - $13,500
___ $13,501 - $15,900
___ $15,901 - $18,000
___ $18,001 - $20,000
___ $20,001 - $ +

19. Are you presently unemployed and looking for work?

___ Yes ___ No

20. Would you be willing to furnish LEA with additional personal information and documentation necessary for LEA to meet the requirements of one of the grants which provides funds to purchase instructional materials, books, and supplies?

___ Yes ___ No

21a. What path do you see yourself following?

___ Reading only
___ Reading--Vocational interest
___ Reading--GED
___ ESL
___ Reading--Academic
___ High School
___ College
___ both

21b. What is your career goal? _____
If not sure, are you interested in exploring some vocational options?

___ Yes ___ No ___ Maybe later

If yes, name three vocations that have interested you?

_____

_____

_____

22. Number of children in your household under 6 years old _____

23. Is there anything else that you would like to tell us about your past educational or reading experience that would help us to determine your current needs?

24. Reading grade level from Woodcock _____

The following questions should be omitted from the initial interview. If at a later date there appears to be some signs of a learning disability, you may come back to these questions.

(These questions are only a preliminary step toward determining an appropriate referral for further testing by L.D. specialist and/or an alternative method of teaching.)

25. Did you ever repeat a grade?

___ No ___ Yes. If yes, what grade(s) _____

26. Did you ever attend special classes or receive additional tutoring when you where in school?

___ Yes ___ No

27. If you were unable to complete high school, what were the reasons?

___ Too difficult
___ Family circumstances
___ Needed to work
___ Frustration
___ Transient family life
___ Other

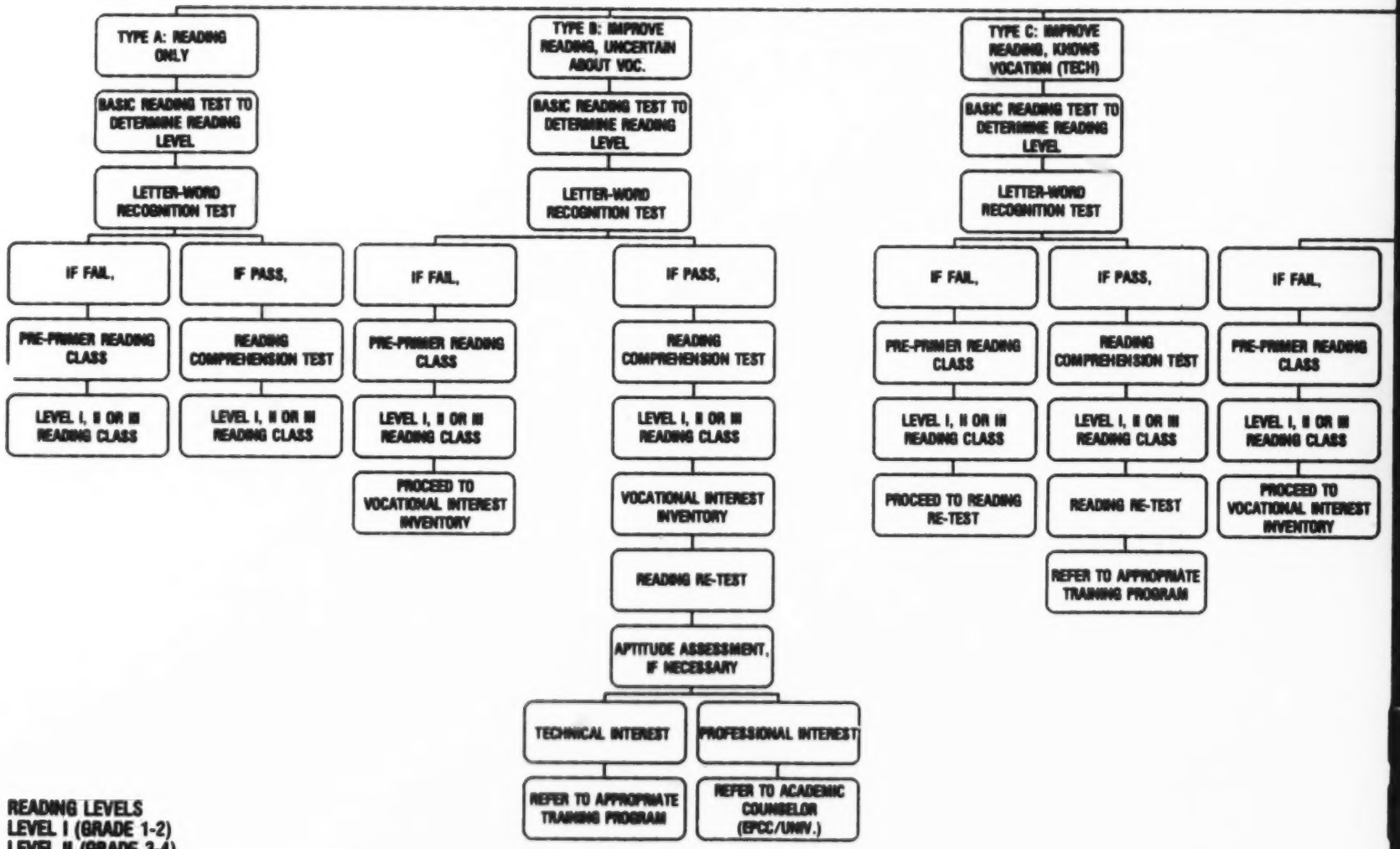
28. As a child, did you ever experience any hearing, speech, or visual problems?

___ Yes ___ No

29. As a child, were you ever described as:

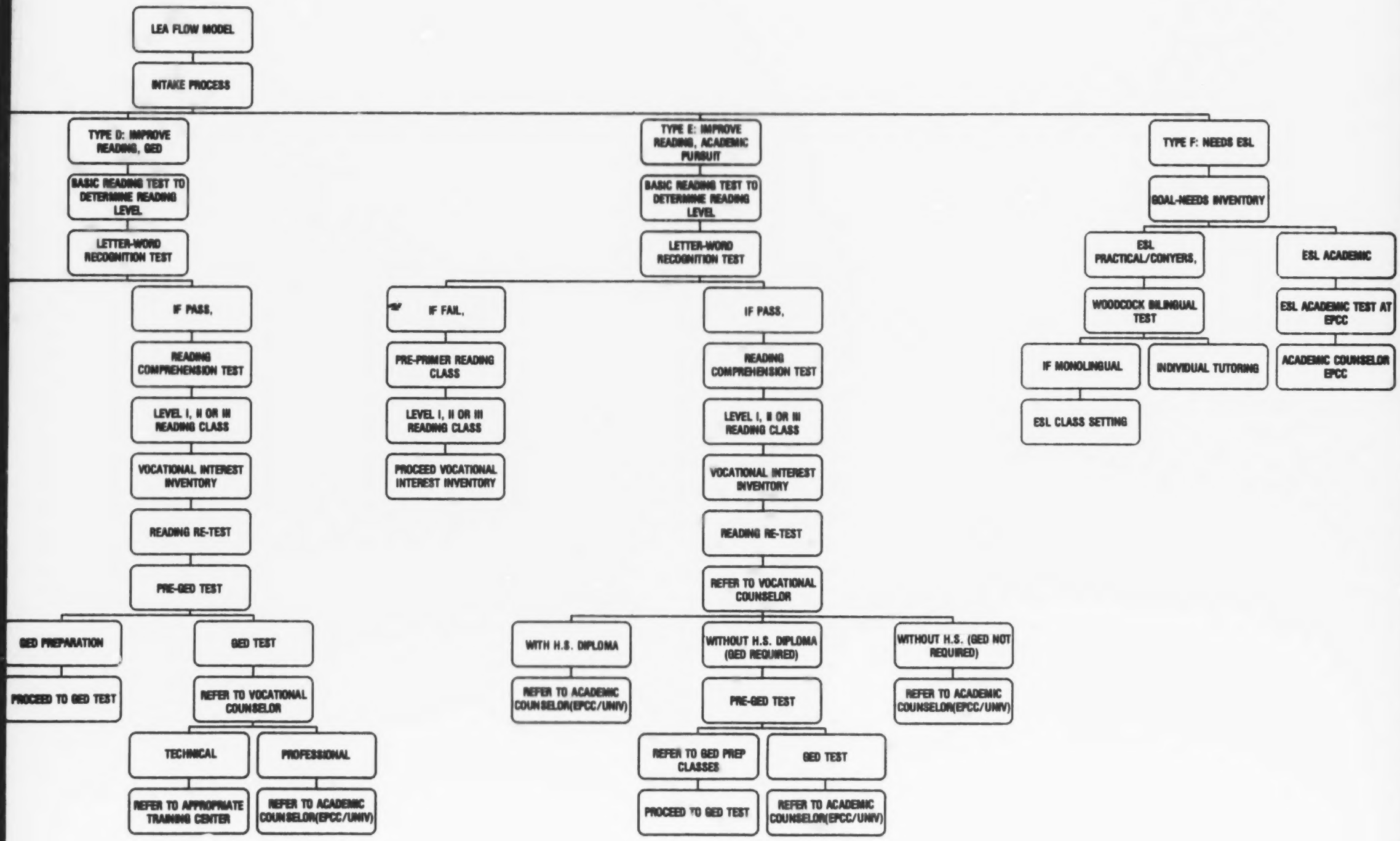
___ Highly active
___ Easily distractable
___ Having short attention span
___ Impulsive
___ Unable to concentrate

APPENDIX D- FLOW MODEL


TYPE A: READING ONLY
BASIC READING TEST TO DETERMINE READING LEVEL
LETTER-WORD RECOGNITION TEST
IF FAIL,
IF PASS,
PRE-PRIMER READING CLASS
READING COMPREHENSION TEST
LEVEL I, II OR III READING CLASS
LEVEL I, II OR III READING CLASS
TYPE B: IMPROVE READING, UNCERTAIN ABOUT VOC.
BASIC READING TEST TO DETERMINE READING LEVEL
LETTER-WORD RECOGNITION TEST
IF FAIL,
IF PASS,
PRE-PRIMER READING CLASS
READING COMPREHENSION TEST
LEVEL I, II OR III READING CLASS
LEVEL I, II OR III READING CLASS
PROCEED TO VOCATIONAL INTEREST INVENTORY
VOCATIONAL INTEREST INVENTORY
READING RE-TEST
APTITUDE ASSESSMENT, IF NECESSARY
TECHNICAL INTEREST
PROFESSIONAL INTEREST
REFER TO APPROPRIATE TRAINING PROGRAM
REFER TO ACADEMIC COUNSELOR (EPCC/UNIV.)
TYPE C: IMPROVE READING, KNOWS VOCATION (TECH)
BASIC READING TEST TO DETERMINE READING LEVEL
LETTER-WORD RECOGNITION TEST
IF FAIL,
IF PASS,
IF FAIL,
PRE-PRIMER READING CLASS
READING COMPREHENSION TEST
PRE-PRIMER READING CLASS
LEVEL I, II OR III READING CLASS
LEVEL I, II OR III READING CLASS
LEVEL I, II OR III READING CLASS
PROCEED TO READING RE-TEST
READING RE-TEST
PROCEED TO VOCATIONAL INTEREST INVENTORY
REFER TO APPROPRIATE TRAINING PROGRAM

READING LEVELS
LEVEL I (GRADE 1-2)
LEVEL II (GRADE 3-4)
LEVEL III (GRADE 5-6)
LEVEL IV (GRADE 7+)

Appendix D


LEA FLOW MODEL
INTAKE PROCESS
TYPE D: IMPROVE READING, GED
BASIC READING TEST TO DETERMINE READING LEVEL
LETTER-WORD RECOGNITION TEST
IF PASS,
READING COMPREHENSION TEST
LEVEL I, II OR III READING CLASS
VOCATIONAL INTEREST INVENTORY
READING RE-TEST
PRE-GED TEST
GED PREPARATION
PROCEED TO GED TEST
GED TEST
REFER TO VOCATIONAL COUNSELOR
TECHNICAL
REFER TO APPROPRIATE TRAINING CENTER
PROFESSIONAL
REFER TO ACADEMIC COUNSELOR(EPCC/UNIV)
IF FAIL,
PRE-PRIMER READING CLASS
LEVEL I, II OR III READING CLASS
PROCEED VOCATIONAL INTEREST INVENTORY
TYPE E: IMPROVE READING, ACADEMIC PURSUIT
BASIC READING TEST TO DETERMINE READING LEVEL
LETTER-WORD RECOGNITION TEST
IF PASS,
READING COMPREHENSION TEST
LEVEL I, II OR III READING CLASS
VOCATIONAL INTEREST INVENTORY
READING RE-TEST
REFER TO VOCATIONAL COUNSELOR
WITH H.S. DIPLOMA
REFER TO ACADEMIC COUNSELOR(EPCC/UNIV)
WITHOUT H.S. DIPLOMA (GED REQUIRED)
PRE-GED TEST
REFER TO GED PREP CLASSES
PROCEED TO GED TEST
GED TEST
REFER TO ACADEMIC COUNSELOR(EPCC/UNIV)
WITHOUT H.S. (GED NOT REQUIRED)
REFER TO ACADEMIC COUNSELOR(EPCC/UNIV)
TYPE F: NEEDS ESL
GOAL-NEEDS INVENTORY
ESL PRACTICAL/CONYERS,
WOODCOCK BILINGUAL TEST
IF MONOLINGUAL
ESL CLASS SETTING
INDIVIDUAL TUTORING
ESL ACADEMIC
ESL ACADEMIC TEST AT EPCC
ACADEMIC COUNSELOR EPCC

APPENDIX E- TEST CRITERIA FORMAT

TEST CRITERIA

TEST:
CONTENT: _____

SKILL: _____

NUMBER OF ITEMS:
TIME TO ADMINISTER: SEPARETELY TESTED SECTIONS: _____

TIME TO SCORE:

EASE OF SCORING:

RELIABILITY:

VALIDITY:

NORMS: AGE RANGE _____ GEOGRAPHY: _____

EQUIVALENCY SCORE: GRADE/AGE/PERCENTILE _____
TARGET POPULATION:

COST OF INSTRUMENT:

METHOD OF TESTING:

TIMED/UNTIMED:

SKILLS TESTED		WEIGHT
READING		
WORD ATTACK	_____	_____
COMPREHENSION	_____	_____
LANGUAGE	_____	_____
ARITHMETIC	_____	_____
ESL	_____	_____
VOCATIONAL	_____	_____

CONTENT:
AGE RELEVANCY

SUBJECT _____
PICTURES _____

MULTIPLE CHOICE OR OTHER